Wyoming Department of Health Developmental Disabilities Division Early Intervention & Education Program

CHILD OUTCOMES SUMMARY FORM

I. Bac	kgro	und
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1.	Background
1.	Today's Date:// Month Day Year
2.	Region: 3. Name of Developmental Preschool and Site:
4.	Child's Last Name: 5. Child's First Name:
6.	Child's Date of Birth:/ Month Day Year
7.	WISER ID #
8.	My child's race/ethnicity (select one)
9.	Gender o Male o Female
10.	. This Outcome Summary Form is for:
	Part BPart C
An	swer question 11 & 12 for only Part B children:
11.	 What is the child's primary disability? Autism Deaf-blindness Deaf Emotional Disability Hard of Hearing Mental Retardation Multiple Disabilities Orthopedic Impairment Other Health Impairment Developmental Delay Speech/Language Impairment Speech Articulation only Traumatic Brain Injury Visual Impairment (Including Blindness)
12.	 What is the child's secondary disability? Autism Deaf-blindness Deaf

o Emotional Disability Hard of Hearing o Mental Retardation Multiple Disabilities

	Orthopedic Impairment Other Health Impairment Developmental Delay Speech/Language Impairment Speech Articulation only Traumatic Brain Injury Visual Impairment (Including Blindness) Child does not have a secondary disability	
Answer ques	tion 13 for only Part C children:	
13. What serv	rices is the child receiving? Cognitive Development Medical OT PT Social-Emotional Special Instruction Speech and Language	
14. Type of O	utcomes Summary being completed on this child (circle	one response):
a. Initial	Date of Initial IEP/IFSP	-
	tion (exit from C, entry to B) Date of Transition eaving early intervention and education services) Date	
C LAIL (IC	bate	OI LXII
15. Persons in	nvolved in assigning ratings:	
	First and Last Name	Title or Role
L		
16. How was	information from the child's parent gathered (circle all the	at apply):

17. List any "special considerations" (e.g., child hospitalized, new intervention was implemented, new adaptations used, or other family issues) that are important in interpreting the summary of results:

a. Received in team meeting b Collected separately

c. Incorporated into assessment(s) d. Other: _____

II. POSITIVE SOCIAL-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas: Relating with adults; Relating with other children; Following rules related to groups or interacting with others (if older than 18 months)

A. Evidence of Skills

1. State-Approved Core Assessments

List the state-approved core assessments that you used in assigning your rating. List also the level of positive social-emotional skills the child demonstrated that is <u>most representative</u> of that child, i.e., if the child usually demonstrated age-appropriate skills on this assessment, list those; if the child usually demonstrated immediate foundational skills on this assessment, list those; if the child usually demonstrated foundational skills on this assessment, list those. <u>Be specific</u>. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F).

Assessment Name	Assess- ment Date	Summary of the actual test results (e.g., test scores)	List the most representative social-emotional skills the child demonstrated on the assessment, either age-appropriate, immediate foundational, or foundational.	The skill listed:
				AA
				IF
				F
				AA
				IF
				F

2. Other Data

List the other data you used to assign your ratings. This could include IFSP/IEP goals, Parents, Teacher Observations, non-core assessments, or other useful data sources. List also the level of positive socio-emotional skills the child demonstrated that is **most representative** of that child for that source, i.e., if the child usually demonstrated age-appropriate skills on a given source, list those; if the child usually demonstrated immediate foundational skills on a given source, list those; if the child usually demonstrated foundational skills on a given source, list those. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF) or foundational (F).

	aa		
Did you use this source?	Data Collection Date	List the most representative social-emotional skills the child demonstrated on a given source, either age-appropriate, immediate foundational, or foundational.	The skill listed:
			AA
a. Parent: Yes No			IF
			F
- FOD/IED O			AA
b. IFSP/IEP Goals: Yes No			IF
162 110			F
			AA
c. Other (list):			IF
			F
			AA
d. Other (list):			IF
			F

To determine the Overall Rating, answer the following two questions.

3. Think of the social-emotional **age-appropriate** skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? (Circle one response)

a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated **no** age-appropriate skills (go to Q4)

4. Think of the social-emotional **immediate foundational** skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations (multiple settings)? (Circle one response; If you answered a, b, or c for question 3, no need to answer)

a Yes \rightarrow 3 b Somewhat \rightarrow 2 c No \rightarrow 1 d Child demonstrated no immediate foundational skills \rightarrow 1

B. Overall Rating

1. Based on your answers to questions A.3. and A.4., to what extent does this child show positive social-emotional behaviors and skills appropriate for his or her age across a variety of settings and situations? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

III. ACQUIRING AND USING KNOWLEDGE AND SKILLS

To answer the questions below, think about the child's functioning in these and closely related areas: Thinking, reasoning, remembering, and problem solving; Understanding symbols; Understanding the physical and social worlds

A. Evidence of Skills

1. State-Approved Core Assessments

List the state-approved core assessments that you used in assigning your rating. List also the level of acquiring and suing knowledge skills the child demonstrated that is <u>most representative</u> of that child, i.e., if the child usually demonstrated age-appropriate skills on this assessment, list those; if the child usually demonstrated immediate foundational skills on this assessment, list those; if the child usually demonstrated foundational skills on this assessment, list those. <u>Be specific</u>. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F)

Assessment Name	Assess- ment Date	Summary of the actual test results (e.g., test scores)	List the most representative skills in the area of acquiring and using knowledge the child demonstrated on the assessment, either ageappropriate, immediate foundational, or foundational.	The skill listed:
				AA
				IF
				F
				AA
				IF
				F

2. Other Data

List the other data you used to assign your ratings. This could include IFSP/IEP goals, Parents, Teacher Observations, non-core assessments, or other useful data sources. List also the level of skills the child demonstrated in the area of acquiring and using knowledge and skills that is **most representative** of that child for that source, i.e., if the child usually demonstrated ageappropriate skills on a given source, list those; if the child usually demonstrated foundational skills on a given source, list those. Indicate whether the skill you listed

is age-appropriate (AA), immediate foundational (IF), or foundational (F).

is age-appropri	is age-appropriate (AA), infinediate roundational (ii), or roundational (i).					
Did you use this source?	Data Collection Date	List the most representative skills in the area of acquiring and using knowledge the child demonstrated on a given source, either age-appropriate, immediate foundational, or foundational.	The skill listed:			
			AA			
a. Parent: Yes No			IF			
			F			
- FOD/ FD O			AA			
b. IFSP/IEP Goals: Yes No			IF			
TES INO			F			
			AA			
c. Other (list):			IF			
			F			
			AA			
d. Other (list):			IF			
			F			

To determine the Overall Rating, answer the following two questions.

3. Think of the **age-appropriate** skills related to acquiring and using knowledge/skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **age-appropriate** skills across all or almost all everyday situations (multiple settings)? (Circle one response)

a Yes \rightarrow 7 or 6 b Somewhat \rightarrow 5 c Rarely \rightarrow 4 d Child demonstrated no age-appropriate skills (go to Q4)

4. Think of the **immediate foundational** skills related to acquiring and using knowledge/skills the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? (Circle one response; If you answered a, b, or c for question 3, no need to answer)

a Yes \rightarrow 3 b Somewhat \rightarrow 2 c No \rightarrow 1 d Child demonstrated no immediate foundational skills \rightarrow 1

B. Overall Rating

1. Based on your answers to questions A.3. and A.4., to what extent does this child acquire and use knowledge and skills appropriate for his or her age across a variety of settings and situations? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

IV. TAKING APPROPRIATE ACTION TO MEET NEEDS

To answer the questions below, think about the child's functioning in these and closely related areas: Taking care of basic needs (e.g., showing hunger, dressing, feeding, toileting, etc.); Contributing to own health and safety (e.g., follows rules, assists with hand washing, avoids inedible objects) (if older than 24 months; Getting from place to place (mobility) and using tools (e.g., forks, strings attached to objects)

A. Evidence of Skills

1. State-Approved Core Assessments

List the state-approved core assessments that you used in assigning your rating. List also the level of taking appropriate action to meet needs skills the child demonstrated that is **most representative** of that child, i.e., if the child usually demonstrated age-appropriate skills on this assessment, list those; if the child usually demonstrated immediate foundational skills on this assessment, list those; if the child usually demonstrated foundational skills on this assessment, list those. Be specific. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F)

Assessment Name	Assess- ment Date	Summary of the actual test results (e.g., test scores)	List the most representative skills in the area of taking appropriate action to meet needs the child demonstrated on a given source, either ageappropriate, immediate foundational, or foundational.	The skill listed:
				AA
				IF
				F
				AA
				IF
				F

2. Other Data

List the other data you used to assign your ratings. This could include IFSP/IEP goals, Parents, Teacher Observations, non-core assessments, or other useful data sources. List also the level of skills the child demonstrated in the area of taking appropriate action to meet needs that is **most representative** of that child for that source, i.e., if the child usually demonstrated age-appropriate skills on a given source, list those; if the child usually demonstrated immediate foundational skills on a given source list those; if the child usually demonstrated foundational skills on a given source, list those. Indicate whether the skill you listed is age-appropriate (AA), immediate foundational (IF), or foundational (F).

Did you use this source?	Data Collection Date	List the most representative skills in the area of taking appropriate action to meet needs the child demonstrated on a given source, either age-appropriate, immediate foundational, or foundational.	The skill listed:
a. Parent: Yes No			AA IF F
b. IFSP/IEP Goals: Yes No			AA IF F
c. Other (list):			AA IF F
d. Other (list):			AA IF F

To determine the Overall Rating, answer the following two questions.

- 3. Think of the age-appropriate skills related to taking appropriate action to meet needs the child demonstrated as indicated in the tables above. Did the child demonstrate these age-appropriate skills across all or almost all everyday situations (multiple settings)? (Circle one response)
 - a Yes → 7 or 6 b Somewhat → 5 c Rarely → 4 d Child demonstrated no age-appropriate skills (go to Q4)
- 4. Think of the **immediate foundational** skills related to taking appropriate action the child demonstrated as indicated in the tables above. Did the child demonstrate these **immediate foundational** skills across all or almost all everyday situations? (Circle one response; If you answered a, b, or c for question 3, no need to answer)

a Yes → 3 b Somewhat → 2 c No → 1 d Child demonstrated no immediate foundational skills → 1

B. Overall Rating

1. Based on your answers to questions A.3. and A.4., to what extent does this child take appropriate actions to meet needs that are appropriate for his or her age across a variety of settings and situations? (Circle one number)

Not Yet		Emerging		Somewhat		Completely
1	2	3	4	5	6	7

V. CHILD'S PROGRESS

Complete this section $\underline{\textbf{only}}$ if this is an exit outcomes summary. Do not complete this section if this is an initial or transition outcomes summary for this child.

Think of the progress the child has made since the initial or prior annual outcomes summary. Then answer the following three questions.

Δ	Positive	Social-F	motiona	l Skills
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a. Yes	the last completion of the child outcomes summary form? b. No	
a. 163	D. 140	
Please explain:		
	1 - 1/ - 1 - 1 - 1 - 1 - 1 OL'III -	
	sing Knowledge and Skills	
1. Has the child sho	own any new skills or behaviors related to acquiring and using knowledge and skills since the	ne last con
of the child outcom	•	
a. Yes	b. No	
Please explain:		
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king Appropria	ate Action to Meet Needs	
•		e last comi
•	own any new skills or behaviors related to taking appropriate action to meet needs since the	e last comp
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